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ABSTRACT

This teaching unit, Carpentry and Woodworking in Our Lives, is one in a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Industrial and Construction Occupations Career Clusters, these eleven lessons introduce basic terminology and background related to carpentry and woodworking, discuss job appreciation, and career opportunities, and worker/consumer attitudes. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4--CE 025 766-789.) (MEK)

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OFFICE OF CLAUDE V. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

Project CHOICE
#116

# A CAREER UNIT FOR GRADES 3 AND 4

## COMPUTERS AND WOODWORKING IN OUR LIVES

(Industrial and Construction Occupations Career Clusters)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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February, 1978

OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

PROJECT CHOICE

REVISED IRC FILM LISTINGS
FOR GRADES 3-4 CHOICE UNITS

| CHOICE UNIT | FILM NO. & TITLE |
|---|---|
| #100 Ecology Workers | MP 5313 Tripping with Terwilliger - Bay Tide Lands |
| | MP 5315 Tripping with Terwilliger - Forest, Stream, Ocean, Beach |
| | MP 5526 Atonement: Part I |
| | MP 5525 Atonement: Part II |
| | MP 5481 What Ecologists Do |
| | MP 591 Buttercup |
| #101 Commercial Art | MP 756 Discovering Line |
| | MP 665 Discovering Color |
| | MP 758 Discovering Texture |
| | FSKH (new) The Atelier Mourhot - Lithography |
| #102 Insurance | None |
| #103 Oceanographer | MP 4902 Coco at the Seashore |
| | MP 934 Ocean - A First Film |
| | MP 1822 Tide Pool Marine Life |
| | MP 5313 Tripping with Terwilliger - Bay Tide Lands |
| | MP 5315 Tripping with Terwilliger - Forest, Stream, Ocean, Beach |
| #104 Plumbing | None |
| #105 Nursing | MP 3836 Me and My Senses |
| | MP 3880 Our Wonderful Body - How Its Parts Work Together |
| #107 Dancing Occupations | None |
| #108 WORKING | MP 5750 Blue Dashiki |
| #109 Photography | MP 1113 Animation Goes to School |
| | MP 1368 Phantasy |
| | MP 3226 Photography as an Art |
| | MP 5381 Yosemite National Park - The Four Seasons |
| | MP 988 Camera |
| | MP 855 Simple Camera - Part 1 |
| | MP 856 Simple Camera - Part 2 |
| | MP 857 Simple Camera - Part 3 |
| | MP 858 Simple Camera - Part 4 |
| | MP 873 What an Artist Sees in Death Valley - Part 1 |
| | MP 989 What an Artist Sees in Death Valley - Part 2 |
| #110 Radio and TV | None |
| #111 Dairy Occupations | MP 5888 Dairy Farm (1960) |



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| | | | | |
|---|---|---|---|---|
| #112 | Optometrist | MP | 2292 | Eyes and Seeing |
| | | MP | 1015 | Eyes Have It or Do They? |
| | | MP | 7053 | See Better - Healthy Eyes |
| #113 | Scientists | None | | |
| #114 | Self-Awareness | MP | 683 | Values - Understanding Others |
| | | MP | 3582 | Feelings - Don't Stay Mad |
| | | MP | 622 | People are Different and Alike |
| | | MP | 3412 | At Your Age |
| | | FS | 3707 | Thinking for Yourself |
| | | SP | 3511 | About Myself Set A |
| | | SP | 3512 | About Myself Set B |
| | | SP | 3513 | About Myself Set C |
| #115 | Post Office | MP | 6168 | Letter to Grandmother |
| #116 | Newspaper Carrier | MP | 3444 | Newspaper Story |
| #117 | Occupations and Life Styles | None | | |
| #118 | Carpentry | None | | |
| #119 | Restaurants | None | | |
| #120 | Architects | None | | |
| #121 | Water Transportation | None | | |
| #122 | Banking | None | | |

## FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

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CARPENTRY AND WOODWORKING IN OUR LIVES

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Industrial and Construction Occupations Career Cluster

# CARPENTRY AND WOODWORKING IN OUR LIVES

## RATIONALE

Many children are interested in working with their hands, a skill which is fundamental to carpentry and woodworking. This is a unit wherein pupils, as a class, will learn some terminology and background related to carpentry and woodworking. Job appreciation and worker/consumer attitudes will also be explored.

## GOALS

Through this unit, the pupils will:

-Become aware of the many ways wood is used in our lives.

-Learn to identify various kinds of wood.

-Acquire an understanding of the many jobs related to carpentry and woodworking.

-Learn about basic hand tools and equipment used in carpentry and woodworking.

-Become aware of the need for safety precautions taken by carpenters.

-See the relationship between educational skills and skills needed on the job.

-Gain an understanding of the consumer/builder relationship.

## PERFORMANCE OBJECTIVES

By the end of this unit, pupils will be able to:

-State examples of the way wood is used in our lives.

-Identify five jobs related to carpentry and woodworking.

-Give examples of basic hand tools and equipment.

-List some safety rules and gain an understanding of their necessity.

-List some school skills needed in carpentry work.

-Identify two kinds of wood.

## ENTRY LEVEL ASSESSMENT

Use this informal inventory to determine class awareness of carpentry and the tools and equipment used in woodworking:

1. Where do we get wood?

2. Can you name some things which are made of wood?

3. What are some tools used in carpentry?

4. Why might a person need to know some basic things about carpentry or woodworking?

5. What are some school skills which you would need in order to work as a carpenter or to do carpentry in the home?

6. What are some safety rules a carpenter might need to follow?

## EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post-test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

## SUGGESTED INSTRUCTIONAL MATERIALS

The following materials and equipment may be used in this unit:

- -Task cards.
- -Books as listed.
- -Wood samples
- -Samples of tools.
- -Tool catalogs.
- -Art materials.
- -Magazines, newspapers.
- -Telephone directories.
- -Tapes and tape recorder.
- -Films as listed.

<u>Films</u>:

ABC of Hand Tools
Wood Construction for Beginners

Books:

| Dewey Number | Title | Author |
|---|---|---|
| 684 | Carpentry for Children | Leavitt |
| 684 | Woodworking | Zarchy |
| 690 | Let's Take a Trip to Watch a Building Go Up | Goodspeed |
| 684.1 | The Cabinet Masters | Watts |
| 684 | The True Book of Tools for Building | Leavitt |
| 690 | Building a Skyscraper | Iger |
| 690 | How a House Is Built | Benenson |
| 684 | Let's Build | Crocker |
| 690 | Your World: Let's Build a House | Pope |
| 690 | Come to Work for Us in House Construction | Wilkinson |
| 690 | The Skyscraper | Liang |

AVAILABLE IN INSTRUCTIONAL RESOURCE CENTER: OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations).

| | | | |
|---|---|---|---|
| Films: | MP | 2671 | Craftsmen |
| | MP | 502 | Hammers and Nails |
| | MP | 503 | Hand Saws |
| | MP | 907 | Hand Tools for Woodworking |
| | MP | 930 | Safety in the Shop - Hand Tools |
| | MP | 941 | Wood Joints |
| | MP | 513 | Wood Finishes |
| | MP | 990 | How to Use - Tools |

COMMUNITY RESOURCES

Maintenance person from your school district.

Riley Hamm; General Contractor; 871-1686; Bakersfield.

Jim Cazacus; contractor; 871-2434; Bakersfield.

Bob Embree; Independent contractor; 401 E. Truxtun Ave.; 324-9340.

Retired community persons who have done carpentry or woodworking as a hobby or job.

Workers in a local lumber yard.

Woodshop teacher.

INSTRUCTIONAL STRATEGY: LESSONS 1-11

Lesson 1

**PURPOSE**

To consider the many ways wood is used in our lives.

**MATERIALS**

1. Magazines.
2. Scissors.
3. Paste or glue.
4. Large chart paper.
5. Task Card 1.

**INTRODUCTION**

Say: "In our introductory taping session* we talked about a lot of the ways wood is used in our lives. We said so many things. Let's see how many we can get down on paper."

**CLASS ACTIVITIES**

1. Divide the class into committees. Give each committee a piece of chart paper. The children will then look through magazines to find examples of things made of wood. Each group will glue its "finds" on the chart paper and present it to the rest of the class. One child might be responsible for labeling each picture. A time limit of, perhaps, 15 minutes would be desirable.

or

2. One or more children could perform basically the same activity by following the directions on the task card.

**SUMMARY**

The children present their results to the class.

*This refers to taping the pretest as a class discussion. The teacher may wish to handle the pretest in some other way.

## Lesson 2

**PURPOSE**

To identify various kinds of wood.

**MATERIALS**

1. Samples of various kinds of wood and/or wood study kit.
2. Forest products exhibit.
3. Task Cards 2 and 3.

**INTRODUCTION**

Say: "Yesterday we talked about the many ways wood is used in our lives. Did you know that there are many different kinds of wood, coming from many kinds of trees? What kinds can you tell us about?"

**CLASS ACTIVITIES**

1. List class contributions on chalkboard.
2. Show and discuss labeled display of various kinds of wood.
3. Use task cards.

**SUMMARY**

Reports from groups using task cards.

Lesson 3

**PURPOSE**

To identify various tools involved in carpentry and to learn about their use and care.

**MATERIALS**

1. Film about woodworking tools (see suggested films at front of unit in section: Available In Instructional Resource Center, Superintendent of Schools Office).
2. Pencils and paper.
3. Book: The True Book of Tools for Building, by Leavitt.
4. Task Card 4.

**INTRODUCTION**

Say: "We have been discussing and thinking about wood and wood products. In order for wood to take its many forms, tools are needed. Today we will be seeing a film which shows the many kinds of tools used by carpenters and woodworkers. As you watch the film, write down the names of as many tools as you can."

**CLASS ACTIVITIES**

1. Watch the film and take notes.
2. Discuss what the class observed.
3. Use the task card in small groups.
4. Read the book listed above, individually.

**SUMMARY**

1. Discussion of class notes.
2. Reports from groups using task card.
3. Reports from independent readers.

Lesson 4*

PURPOSE

To continue to identify various tools involved in carpentry, and to discuss their use and care.

MATERIALS

1. Optional: Have a visitor to talk about carpentry and woodshop tools (see suggestions at front of unit).
2. Work sheet, next page.
3. Task Card 5.
4. Notes from Lesson 3.

INTRODUCTION

Say: "It is important to understand how various tools are used in the carpentry trade. Without tools, little work could be accomplished."

CLASS ACTIVITIES

1. Optional: Listen to visitor; ask questions.
2. Discuss and review names of tools. (Lesson 3's notes would help in the review).
3. Explain the work sheet. Let pupils work individually or in small groups.
4. Do task card.

SUMMARY

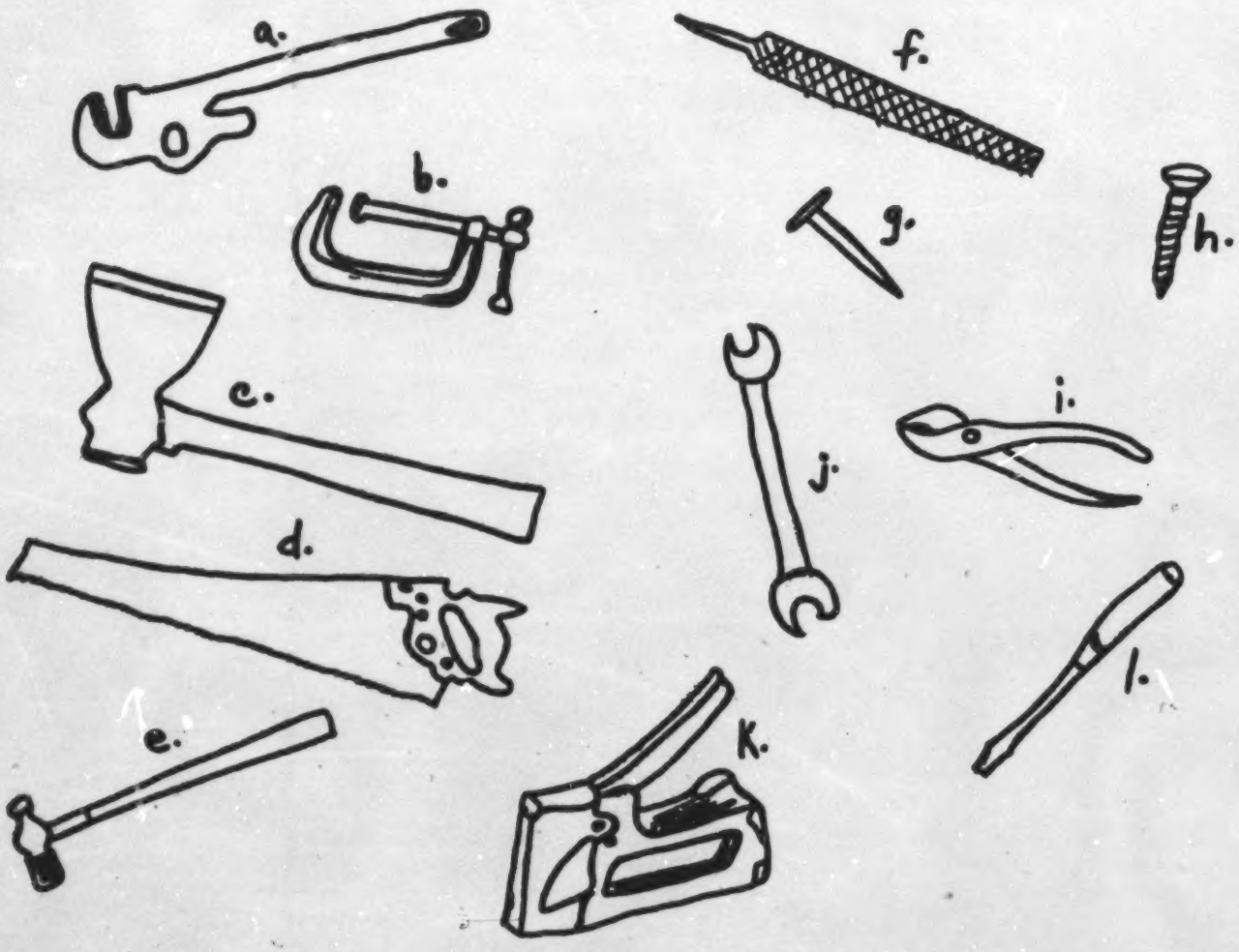
Discussion of the work sheet.

*To the teacher: You may wish to combine lessons 4 and 5.

WORK SHEET
(Lesson 4)

Directions: On the lines below, match the letter beside each tool with its name.

NAME_____




1. Screwdriver_____
2. Hatchet_____
3. Stapler_____
4. File_____
5. Screw_____
6. Saw_____
7. Pliers_____
8. Nail_____
9. Clamp_____
10. Wrench_____ and _____
11. Hammer_____

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## Lesson 5

**PURPOSE**

To list safety rules and gain an understanding of their necessity.

**MATERIALS**

1. Resource person, such as a local carpenter, woodshop teacher, or the maintenance person in your school.
2. Task Cards 6 and 7.
3. Thank you notes.*

**INTRODUCTION**

Say: "We've seen that carpenters use many tools in their daily work. Some of the tools could be dangerous if not used properly. Today we will have a guest who will tell us about a day on his job. He will tell us what safety rules he must follow when using the tools and equipment of his trade."

**CLASS ACTIVITIES**

1. Listen to speaker.
2. Discuss and ask questions.
3. Use task cards.

**SUMMARY**

Reports from pupils using task cards.

*Thank-you notes should always be a follow-up activity when persons in the community share their time and experience. This could be a language arts activity.

Lesson 6

**PURPOSE**

To identify and discuss various tasks or jobs related to carpentry and woodworking.

**MATERIALS**

1. Film about making things from wood (see suggestions in section: Available from Instructional Resource Center, Superintendent of Schools).
   or
   Local resource person who works with wood as a hobby or in a job.

2. Task Cards 8 through 10.

**INTRODUCTION**

Say: "In the past few days we've learned about carpenters' tools and equipment. We've also learned about the various kinds of wood that carpenters use. Today we will be learning how carpenters use wood and tools to build the many things we use in daily life."

**CLASS ACTIVITIES**

1. View film or listen to resource person.

2. Use task cards.

**SUMMARY**

Reports from groups using task cards.

## Lesson 7

**PURPOSE** To relate school skills to skills used on the job.

**MATERIALS**

1. Paper and pencils.
2. Drawing paper.
3. Crayons.
4. Task Cards 11 and 12.

**INTRODUCTION** Say: "We study many skills in school. If you had a job in one of the fields of woodworking, how might you use reading? How about art? Math? Writing? Spelling? Speaking? Social skills?"

**CLASS ACTIVITIES**

1. Discussion of introductory question.
2. Each child chooses one or more school skills and writes a paragraph telling how that skill might be used by a carpenter.
3. Draw a picture of a carpenter at work. Picture him using a school skill.
4. Use task cards.

**SUMMARY** Reports from children who wrote paragraphs, drew pictures, or used task cards.

## Lesson 8

**PURPOSE**

To describe the role of the carpenter in the builder/consumer relationship.

**MATERIALS**

1. Telephone books.
2. Newspapers.
3. Paper and pencils.
4. Scissors and glue.
5. Task Cards 13 through 16.

**INTRODUCTION**

Say: "A carpenter's job is to build. However, unless customers buy what he builds, he cannot make a living. What things might a carpenter do to make sure people hire him or buy his products?" (Do a good job at a good price, advertise, treat customers politely and fairly.)

**CLASS ACTIVITIES**

1. Class discussion of introduction question.
2. From telephone books and newspapers, select ads that you feel would be effective. Glue to larger paper. Be prepared to tell why you feel it's a good ad. (Pupils may write, tell, or both.)
3. Task cards.

**SUMMARY**

Reports from pupils doing class activity or using task cards.

## Lesson 9

**PURPOSE**

To describe the role of the customer in the builder/consumer relationship.

**MATERIALS**

Task Cards 17 through 20.

**INTRODUCTION**

Say: "I need some new kitchen cabinets. I've decided to hire a carpenter. How shall I find one? What should I ask him after I find him? What do I need to know to answer his questions?"

**CLASS ACTIVITIES**

1. Class discussion of introductory questions.
2. Various groups role-play a) telephone calls seeking a carpenter, b) discussions between members regarding how they'd like their new kitchen cabinets to look, and c) conversations between consumers and carpenters regarding new cabinets.*
3. Task cards.

**SUMMARY**

1. Groups present their role-play situations to the class.
2. Reports from groups using task cards.

*Role-play situations should be introduced and discussed briefly. Groups then take a few minutes to think and prepare before presenting the skit to the class.

Lesson 10

**PURPOSE**

To give students experience in using a few of the tools utilized by a carpenter.

**MATERIALS**

1. Small handsaw.
2. Hammer.
3. Nails.
4. Scrap pieces of wood.
5. Screwdriver.
6. Screws.
7. Small clamps.
8. Wood file.
9. Tables for each tool.
10. 3 - 4 adults to help demonstrate.

**INTRODUCTION**

Say: "Today, we will each have a chance to use one or more of the tools just like a carpenter. We will divide into groups and each member will have a chance to use the tool after it has been demonstrated by one of the adults. Then, each group will move to the next at the right time."

**CLASS ACTIVITIES**

1. Demonstrate usage of tools.
2. Permit students to use the tools.
3. Rotate students to various tables.
4. Discuss with students their feelings in performing the skills.

**SUMMARY**

Reports from students of what they learned.

## Lesson 11

**PURPOSE**

To evaluate what the children have learned about carpentry.

**MATERIALS**

1. Tape from pretest.
2. Tape recorder.
3. Entry Level Assessment.
4. Task cards (all).

**INTRODUCTION**

Say: "Today we will find out how much we've learned about carpentry. Let's listen to the tape we made before this unit began. Let's find out how much more we know now."

**CLASS ACTIVITIES**

1. Listen to pretest tape.
2. Make a new tape as a post-test.
3. Free use of task cards.

**SUMMARY**

The tape acts as a summary for the unit. During taping, children should feel free to express their opinions regarding this unit.

IT'S
MADE OF
WOOD

You need:

1. magazines
2. scissors
3. glue
4. large chart paper

Look through the magazines and find as many things as you can which are made out of wood. Cut them out and glue them to your large sheet of paper. Then label the pictures by writing the name of each object beside it, or by cutting out its name and gluing it to the paper.

WOOD

TREES

LUMBER

You need:

1. paper
2. pencil
3. resource book, such as an encyclopedia

Write a brief report about wood to share with the class.
You might write about:

1. one kind of tree
2. the lumber industry
3. lumberjacks
4. the trees of California

Draw or cut out pictures to go with your report.

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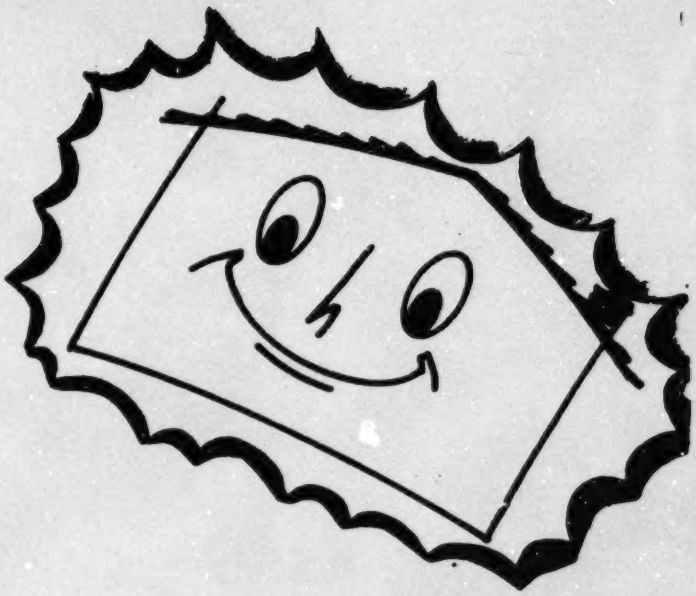
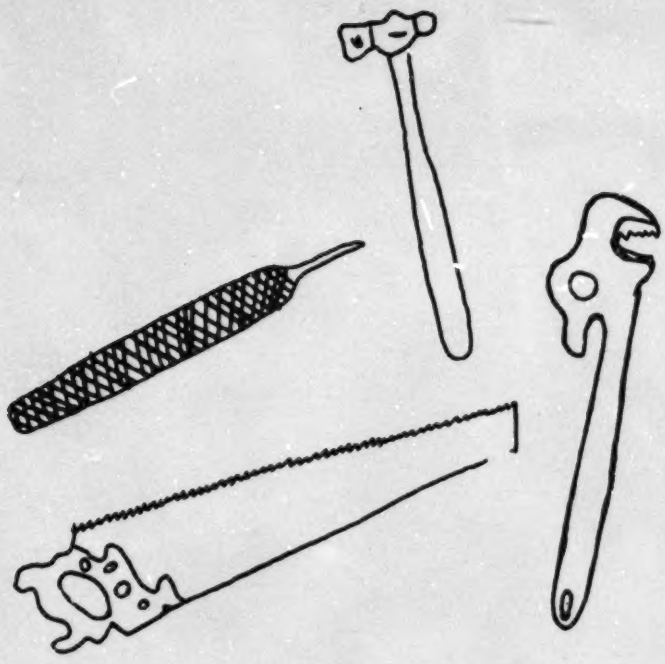
## COLLECT SOME WOOD



You need:

1. Small samples of various kinds of wood
2. White glue
3. Large piece of heavy cardboard
4. Felt pens

Collect samples of as many kinds of wood as you can. Glue them in an attractive arrangement on the cardboard. Label each sample properly.



TOOLS OF THE TRADE

You need:

1. A copy of Crossword Puzzle I
2. Pencil

Following the directions at the top of Crossword Puzzle I, fill in the names of the carpentry tools.

After you have finished, turn this card upside down to check your work.

Across:

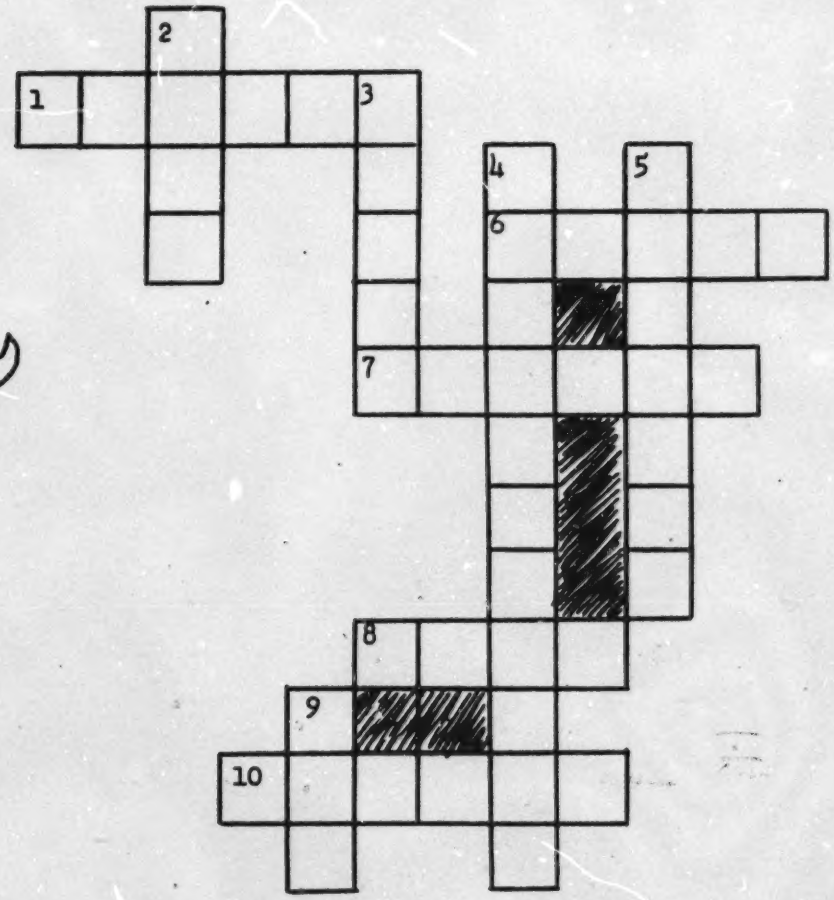
1. Pliers
6. Clamp
7. Wrench
8. Nail
10. Hammer

Down:

2. File
3. Screw
4. Screwdriver
5. Hatchet
9. Saw

# CROSSWORD PUZZLE I

Directions: In the appropriate boxes as indicated by the numbers, write the names of the corresponding tools.




**ACROSS**

10.

8.

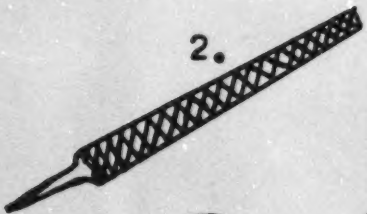
7.

1.

6.

**DOWN**

2.



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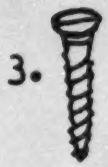
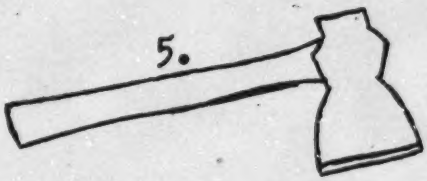


4.

5.



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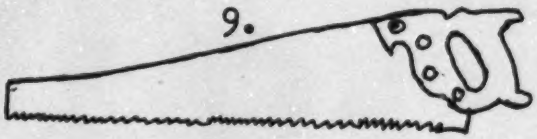


## TOOL TALK

You need:

1. Tool and equipment catalogs
2. Scissors and glue
3. Lined paper
4. 5 x 8 card

From the tool catalog, cut out a picture of a tool used by carpenters. Glue it to the top of the 5 x 8 card. Then write a few lines describing the tool and how it's used and cared for. Cut out your description and glue it under the picture. You might want to make a set of these cards. If you prefer, you could draw the pictures. Your cards will look like this:

OUCH!

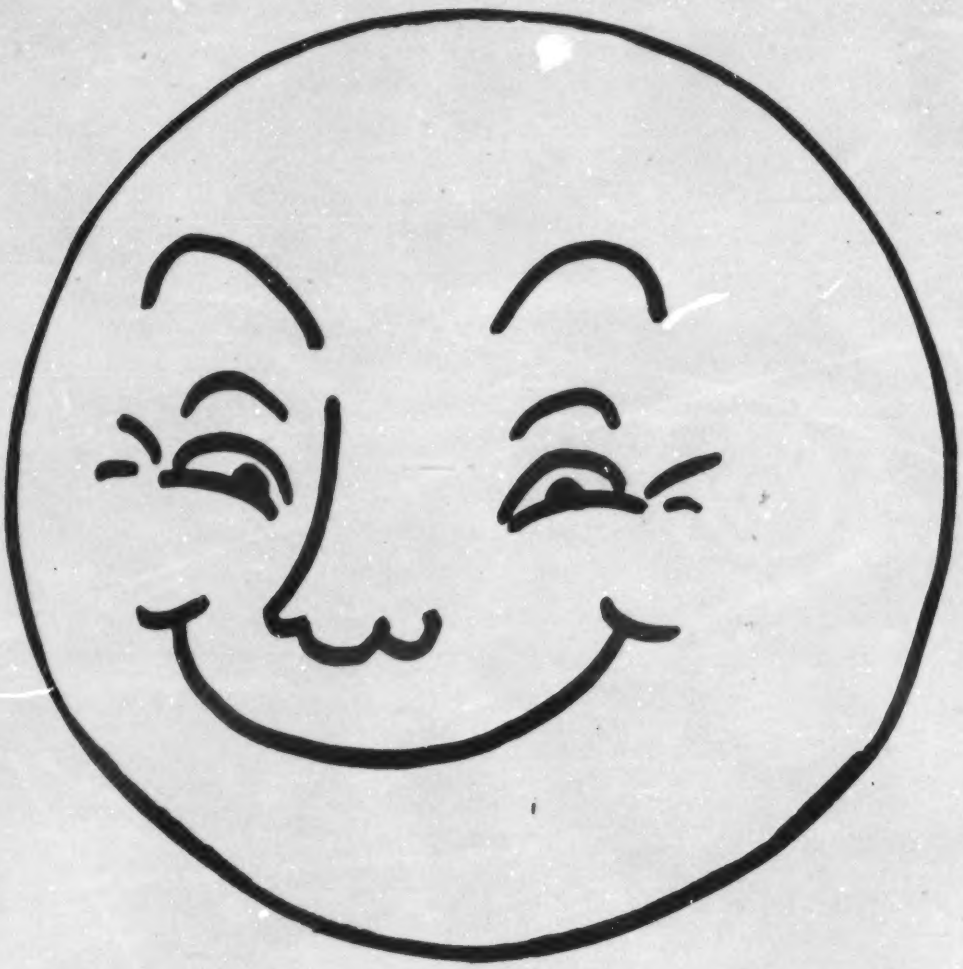
OUCH!

You need:

1. paper
2. crayons and/or felt pens

Draw a cartoon showing what might happen if a carpenter failed to follow a safety rule. Write a caption for your cartoon.

## BE SAFE



You need:

1. poster paper
2. crayons
3. felt pens
4. paint brushes
5. tempera

Make a poster illustrating a safety rule followed by carpenters. Make the poster interesting and eye-catching. Share it with the class.

## ON THE JOB

You need:

1. pencil
2. paper
3. a carpenter

Interview a carpenter you know. Ask him about the various tasks he performs during his work day. Record what he tells you in note form. Rewrite your notes neatly in complete sentences.

BUILD

You need:

Book: Carpentry for Children, by Leavitte

or

Some other carpentry book

The book contains suggestions and complete directions for making 15 different things from wood. Read carefully and choose something you'd like to build. Follow all directions exactly.

Good luck! Show the class your project when it's completed.

GET IN THE SWING . . .

with

Readin'

'Ritin' and

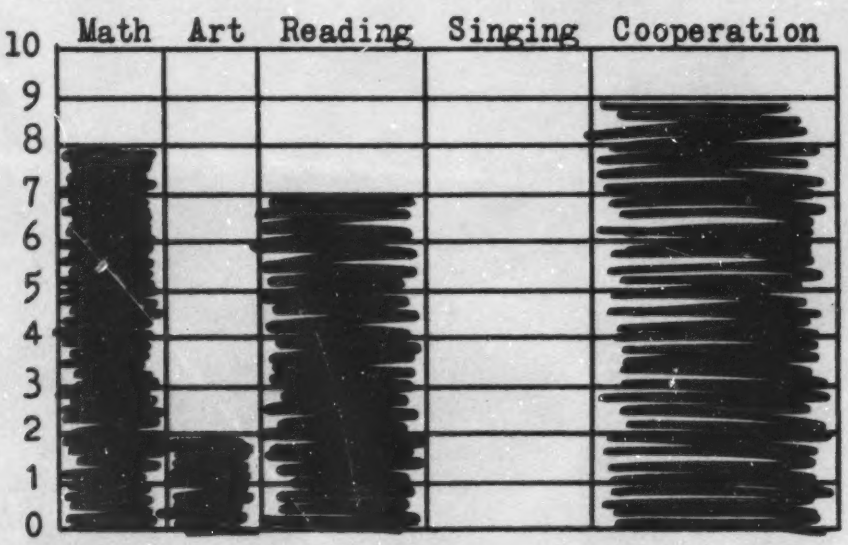
'Rithmetic'

You need:

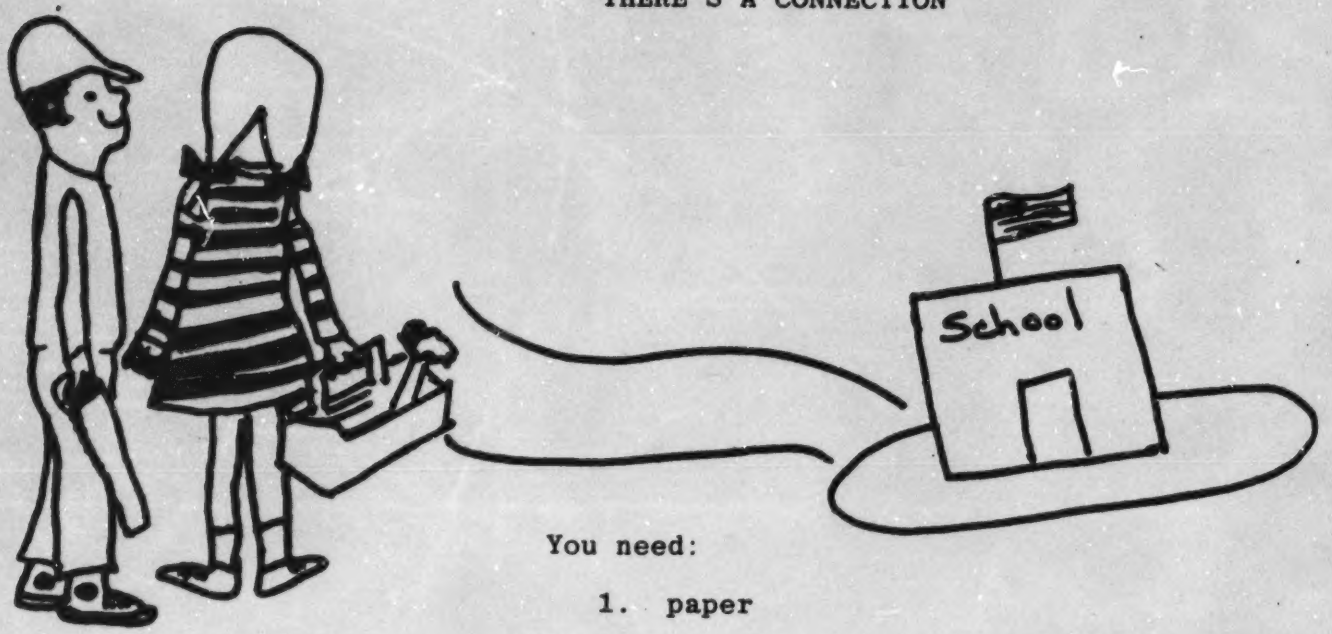
1. graph paper
2. pencil
3. felt pens

Imagine that you are a carpenter. Or interview someone who is. Get as much information as you can about the number of times in a day he uses a school-learned skill on the job. Make a bar graph showing your data. Be prepared to explain it.

Example:



## THERE'S A CONNECTION



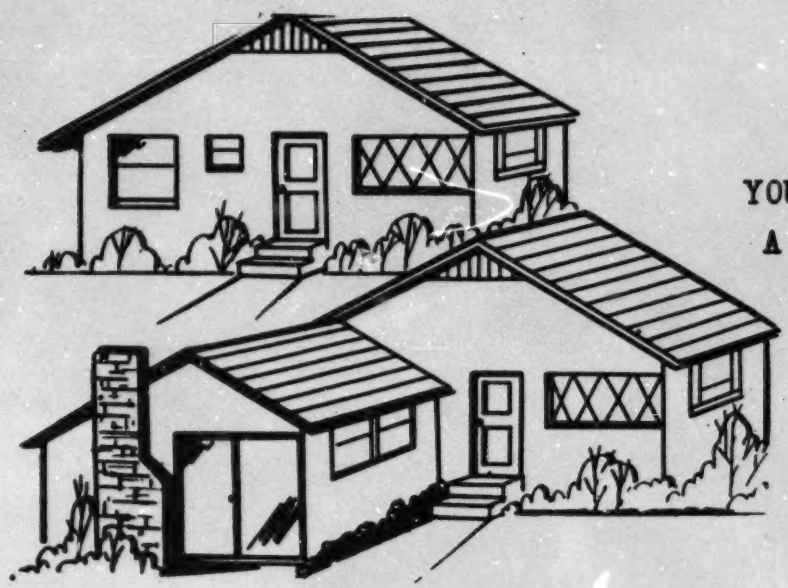

You need:

1. paper
2. pencil
3. ruler

Let's use some of your reading and math skills to solve a carpenter's problem.

He wants to build a fence all the way around a yard. The dimensions are 18' x 36'. He wants the fence to be four feet high. How many 8 foot 2' x 4's will he have to use, if it takes ten of them to cover one yard?

Remember: the 2' x 4's are being used in perpendicular fashion.



YOU BUILD
A HOUSE!

You need:

1. bits of wood
2. cardboard
3. boxes
4. plastic
5. paint and brushes

Using boxes and other building materials, build a scale model of a house you'd like to live in. Plan and build carefully. Don't rush! This time do just the outside. Finish it by painting and decorating. Look at the pictures on this Task Card to remind you of all the parts of a house.

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GUARANTEED

You need:

1. paper
2. felt pens and/or crayons
3. bright ideas

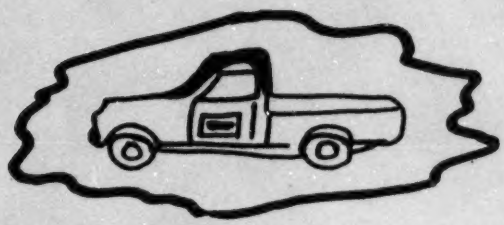
Business has been slow. It seems that nobody wants a new patio or fence. It's up to you to improve conditions!

Write an ad for the Sunday paper. Write the kind of ad which is sure to bring in customers to your carpentry business. Be sure it's interesting, colorful, and clear.

You need:

1. television
2. pencil and paper

During one week of your regular television time, look for commercials about carpentry. Write down what you hear. Include the date, time, and channel. Report to the class.



# IT PAYS TO ADVERTISE

You need:

1. large poster paper
2. crayons and/or felt pens

Have you ever seen trucks with signs painted on their sides advertising the business of the owner? This kind of advertisement really gets around!

Draw a large picture of a carpenter's truck or van. On its side draw a sign advertising your trade. Make sure customers can get all the information they need in one quick look.

You need:

1. paper and pencil
   or
2. telephone

Cooper's Carpentry has just finished building you a new family room. Everyone is thrilled! They love the way it turned out. They're happy with the workmanship and with the workers who did it. Let Mr. Cooper know you appreciate his efforts.

You may:

1. Write him a nice letter.
2. Call him on the phone and tell him how you feel.

Whatever you do, share with the class.

You need:

1. catalog
2. pencil
3. paper
4. math skills
5. shopping ability

I need someone to buy some building materials for me. He must stay within a budget of $50.00. I need:

1 hammer
1 cross-cut saw
2 pounds of nails
1 package of sandpaper
1 20-foot tape measure
1 screwdriver

Look for these items in the catalog. Add up the prices. Be sure you stay under $50.00. (Don't forget 6% tax.) Be prepared to explain your list.

**WAKE UP**
**TO DESIGNING**

You need:

1. poster paper
2. pencils, crayons, felt pens
3. magazines
4. scissors
5. glue

Plan a bedroom for yourself. Decide just what kind of furniture, lamps, pictures, and so on, you would like. Decide about paint, wallpaper, and carpeting.

Then draw and color your room. You could draw the entire room, or you could cut out pictures from magazines and glue them to your drawing.

HAPPY HOME

You need:

1. boxes
2. wood scraps
3. cardboard
4. glue
5. scissors
6. paint
7. cloth

Build a scale model of the inside of a house you'd like to live in. You'll need to use your imagination in collecting materials. Show each room, and include all furniture, appliances, windows, and doors.

Please either leave the roof off or make it removable so we can look down into your house.